
MUSIC POLICY



**BUTTSBURY
PRIMARY SCHOOL**

AN ACADEMY SCHOOL

Approved by:	Full Trust Board
Last reviewed on:	Spring 2024
Next review due by:	Spring 2027

In Music, pupils at Buttsbury Primary School are given opportunities to be actively involved in listening, appraising, composing and performing thereby developing their sensitivity to and understanding and enjoyment of the subject.

Aims of Music

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the chance to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Intent

At Buttsbury Primary School the intent of our Music curriculum is to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and performing, whilst also developing a love of music by being given the opportunity to listen to a wide range and variety of music. Children are also taught to record their music, using standard and non-standard notation, and develop an understanding of technical vocabulary.

Curriculum Implementation

We have a broad and balanced music curriculum at Buttsbury Primary School where children are given the opportunity to master their learning by 'applying what they have learnt to a new situation'.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

At Buttsbury Primary school, music lessons may include:

- Singing – in unison, in rounds, parts and harmony
- Listening and Appraising – to music from a wide range and variety of cultures, traditions and times, including the music of the Great Composers
- Composing and Improvising – using both tuned and un-tuned percussion – using known rhythmic responses
- Understanding Rhythm, e.g. by clapping and maintaining the pulse
- Performing – using melodic instruments, such as the recorder, and tuned and un-tuned percussion
- Understanding Musical Notation - recording and reading both graphic scores and standard staff notation

Curriculum Impact

Children develop a love of music and enjoy all aspects of this subject. A shared knowledge of music is crucial cultural capital in helping children understand where they come from and their place in the world. Through careful listening and well-developed sense of pitch, children are able to sing confidently in harmony and with musical delivery. By learning to listen critically, children will expand their musical horizons and also gain a deeper understanding of how music is constructed and the impact it has on the listener. Children are able to create music, demonstrating skill which is proportionate to age and ability, recording their music in an age-appropriate way, and perform with confidence.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their musical skills within the Early Learning Goals for Expressive Arts and Design. They sing familiar songs and begin to build a repertoire of songs and dances, joining in with dancing and musical games. They tap out simple repeated rhythms, explore how sounds can be changed and they explore the different sounds of instruments.

Music in relation to the National Curriculum

Our music curriculum is designed to meet the requirements of the National Curriculum across Key Stages 1 and 2. Pupils develop their musical experience through performing, composing, listening, and appraising, with progression in musical elements such as pitch, duration, dynamics, timbre, texture, tempo, and structure. Children learn to use their voices expressively, play tuned and untuned instruments, and experiment with sound. They compose and record music using symbols and standard notation, listen with understanding to a range of live and recorded music, and explore music from different times, cultures, and traditions. The curriculum provides opportunities to work individually and collaboratively, with technology used appropriately to support learning. Above all, music is delivered as an enjoyable and inclusive part of every child's experience.

Planning of Music

Music planning at Buttsbury Primary School is based on the National Curriculum and supported by the Charanga scheme of work. It is aligned with the non-statutory Music Framework published by the DfE. Planning is led by the teacher responsible for delivering music and includes cross-curricular links, adaptation, and appropriate resources to ensure high-quality, inclusive learning experiences.

Timetabling and planning ensures that:

- Each class has regular lessons involving whole class, small group and individual activities
- There is sufficient opportunity for children to participate in active music making, covering a variety of cultures
- Children discover, explore and develop technical skills
- There is usage of a wide variety of musical instruments including the voice
- Children begin to refine listening skills
- There are experiences to support the learning and adopting of the principles and procedures inherent to the discipline and nature of musical traditions and conventions
- Children learn how to create, store and display musical sounds
- Provision is made for children with different learning abilities through a variety of tasks and responses

Relationships to other subjects

Children are given opportunities, where appropriate, to develop and apply their skills in the study of music - particularly for listening, accessing information, performing, creating, manipulating and storing sounds. Wherever possible, links are made to other subject areas.

Links with literacy

Examples of musical activities and tasks which support the development of *Literacy*:

- Listening skills: Creating rhythmic patterns using syllables and rhyming patterns using structure.
- Comprehension: Responding with appropriate sounds to given words and phrases to enhance meaning.
- Reading musical scores: Following left-to-right reading, interpreting symbols, and introducing vertical reading (linked to bus/train timetables).
- Speaking: Evaluating and discussing musical sounds using appropriate vocabulary.
- Story structure: Exploring musical structure with introduction, middle section, and coda, mirroring narrative structure.
- Characterisation of a plot: Engaging with songs or music that tell a story.
- Recognising silent letters: Understanding rests in music as a parallel to silent letters in words.

Links with maths

Examples of musical activities and tasks which support the development of *Maths*:

- Number sequencing: Understanding metre (beats in a bar).
- Patterning: Exploring rhythmic and melodic repetition, including symmetry (e.g. a rhythm or melody played forwards and then backwards).
- Counting: Identifying layers of sound in musical texture, rounds, and accumulative songs.

Inclusion

- There will be opportunities in Music for all children to both practise skills and extend musical talents.
- The programme of study for each Key Stage will be taught in ways appropriate to pupils' abilities.
- There will be equal access to materials
- Participation in a wide variety of musical activities will be encouraged.

Links with other School Policies

The Music Policy addresses the issues relating to Equal Opportunities, Children with Special Educational Needs, the Health and Safety of pupils and staff, and Teaching and Learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Educational Needs
- Academically More Able
- Inclusion
- Health and Safety
- Teaching and Learning

Assessment and Recording

Recording children's musical achievements and progress can be accomplished in a variety of ways:

- Sound recordings on microphones or iPads
- Visual recordings - photographs, artwork or iPads
- Sound and visual – videos or iPads
- Written evidence through graphic and conventional scores and the written language

Children's progress is measured against descriptions in the National Curriculum.

Role of the Music Subject Leader

The music subject leader will:

- Provide assistance to all staff when requested, in order to implement the music policy consistently throughout the school
- Organise resources to support the school music policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues
- Monitor policy and teaching and planning of music

Extra-Curricular Activities

Music supports the school ethos and we value the opportunity for children to participate in extra-curricular activities.

At present:

- Key stage 1 visit and sing at either Christ Church (Pensioners Praise) or Park Lodge
- Year 2 attend a music festival with other schools in Billericay

- A year 3/4 and year 5/6 school choir are available to all children who wish to join. The children take part in a variety of events, including the BSMA Festival, Stockbrook Manor Christmas Market, the Christ Church Advent Service and the annual Christmas Bazaar.
- Pupils have the opportunity to receive instrumental lessons from a variety of the peripatetic music teachers.

The school holds a Musical Evening in the latter part of the academic year to allow children who play a musical instrument to perform to an audience of family and friends.

Children are invited to perform in weekly Music assemblies.

Mastery in Music at Buttsbury Junior School

Effective mastery in Music encourages all pupils to think deeply and reflect on their musical preferences across a range of genres. Higher order questioning during lessons ensures that pupils can reflect and explore a range of different musical techniques. Children are encouraged to compose their own pieces of music and record using graphic score. Pupils also compare and contrast different styles of music from a range of cultures and historical periods including the work of the Great Composers. Children are also able to experiment with a range of resources such as tuned and untuned percussion instruments. As a result, pupils have a deep understanding and appreciation of different cultural perspectives and styles of music.